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ABSTRACT

The standards represent the combined five-year effort of the Washington State Association (WSASL) and the Washington Department of Audiovisual Instruction (WDAVI). The national school library and educational media standards were considered in preparation of these quantitative standards which are presented in phases for minimum, good and excellent learning resources programs in the elementary and secondary schools of the state. The purpose of the document is to improve these programs and to establish a basis for continual evaluation of these programs. Each district must develop a program consistent with its own educational objectives and librarians and media specialists must act, with the teacher, as co-directors of learning. (AB)

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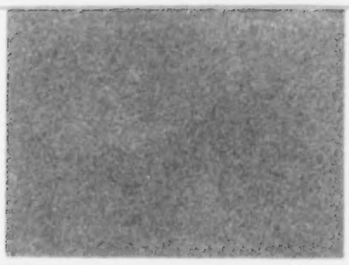


Program for the

learning resources center

Standards for integrating school library and media services

Prepared by the Joint WSASL-WDAVI Standards Committee

together with the

Washington State Association for Supervision and Curriculum Development

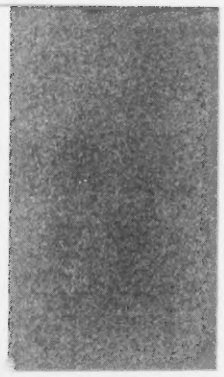
and in cooperation with the

Office of the Superintendent of Public Instruction

Olympia, Washington

1968

These Standards have been approved by the Washington State Board of Education as "standards designed for the improvement of instruction, encouragement of programs of learning resources services and as a basis for continual evaluation of these programs." The State Board of Education "issues a strong recommendation that school districts constantly strive to attain these desirable goals."



Louis Bruno
State Superintendent of Public Instruction

Chester D. Babcock
Assistant Superintendent for
Curriculum and Instruction

Jean Badten
Supervisor of
Learning Resources Services

Tom Hannan
Supervisor of
Learning Resources Services

Nancy Motomatsu
Associate Supervisor of
Learning Resources Services

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Foreword

The standards which follow represent the work over a five-year period of many members of the Washington State Association of School Librarians (WSASL) and the Washington Department of Audiovisual Instruction (WDAVI). Direction was first given to the standards committees of these associations by the Standards Advisory Committee in 1962. Mr. Louis Bruno, State Superintendent of Public Instruction, appointed this committee to work with Dr. Chester Babcock, Assistant Superintendent of Curriculum and Instruction, Miss Eleanor Ahlers, Supervisor of Library Services, and Mr. James Hardie, Supervisor of Audiovisual Services. This Advisory Committee representing numerous educational groups met several times, recommended policies to be followed by the standards committees of the professional associations, and reviewed the first tentative drafts as presented.

It was decided to consider the national school library and educational media standards in the preparation of these state standards, and to present the quantative standards in phases for minimum, good and excellent learning resources programs in the elementary and secondary schools of the state.

The two committees worked somewhat independently from 1962 until the fall of 1966. At their first joint leadership conference

with the Washington State Association for Supervision and Curriculum Development (WSASCD), a Joint Standards Committee was formed and began work under the leadership of Mr. Boyd Bolvin. Eight meetings were held during the next six months and the final draft was submitted to the WSASL and WDAVI membership at their joint state conference held in Spokane in March, 1967. Subsequently, the standards received the support of the WSASCD.

Although many others served on the WSASL Standards Committee, under the chairmanship of Miss Patricia Foster (1962-1965), and on the WDAVI Standards Committee, under the chairmanship of Mr. Wayne Bitterman (1963-1964) and Mr. Don Riecks (1964-1966), those listed below were members of the Joint Standards Committee which is primarily responsible for the standards as they appear on the pages that follow. Mrs. Bea Warfield also served as the representative from WSASCD. The State Office of Public Instruction was represented by Miss Eleanor Ahlers, Supervisor of Library Services (1961-1966) and Mr. James Hardie, Supervisor of Audiovisual Services (1962-1966). It is currently represented by Mrs. Jean Badten and Mr. Tom Hannan, Supervisors of Learning Resources Services, and Miss Nancy Motomatsu, Associate Supervisor of Learning Resources Services.

Joint Standards Committee

Representing WSASL

Virginia Johnson, Chairman
Eleanor Ahlers
Jean Badten (OSPI)
Patricia Foster
Gene Friese
Dorothy Hellene
Nancy Motomatsu (OSPI)
Ruth Thompson

Representing WDAVI

Boyd Bolvin, Chairman
Dorothy Bardsley
Wayne Bitterman
Warne Clark
Tom Hannan (OSPI)
Don Riecks
Bea Warfield

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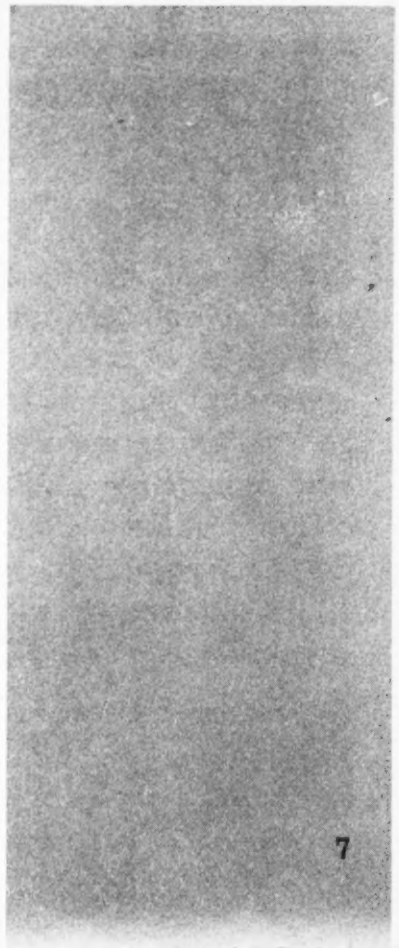
Introduction

Learning, if it is to be effective, must have relevance and meaning for the individual. Verbal, auditory, and visual forms of communication enable us to provide experiences which allow each individual to approach his potential. Growth in student understanding, development of positive attitudes and modification of behavior demand a wide variety of teaching and learning materials in all areas of the curriculum.

The purpose of this document is not to describe existing practices, but to encourage school districts to improve their programs of learning resources services and to establish a basis for continual evaluation of these programs.

The possibility of reaching desirable learning outcomes is dependent upon a certain minimum program that can be described quantitatively. Providing the staff, facilities, budget, equipment and materials is not enough. Each district must develop a learning resources program consistent with its own educational objectives. Librarians and media specialists, with the teacher, are co-directors of learning; together they provide an environment rich in ideas, information and values.

These standards are offered in three phases to assist educators in improving the learning environment needed for students to achieve their goals.



Personnel

Professional staff

The Learning Resources Center (LRC) functions as an educational force in the school, district, and larger service unit only if the staff is adequate in number and qualifications. Both professional and supportive personnel contribute to the excellence of the media program.

Professional personnel are those library and media specialists who have a teaching certificate and a breadth and depth of knowledge and judgment based on the same general educational backgrounds as teachers. Supportive staff members are those clerks, technicians and aides who work under professional personnel and who have skills acquired on the job, in high school, or in college.

A job description is imperative for each position.

To meet the challenges in education today professionally prepared personnel are essential to the development of a comprehensive learning resources program at all levels: building, district, intermediate and state. The professional person in charge of this program needs to be a media generalist with competencies in both the library and audiovisual areas as well as in the fields of learning theory, communication, curriculum and instruction, administration, and research. This person, whether at the building or larger service unit level, is either a librarian with additional preparation in audiovisual areas or a media specialist with additional preparation in library areas.

As the enrollment increases and the quality of the program improves, the number of professional people on the LRC staff grows.

In addition to library and audiovisual preparation, there may be need for specialization in subject areas or at grade levels, and for new positions based on rapid growth in technology and communications. For LRC personnel at all levels, classroom teaching experience is essential.

At the building level, the learning resources specialist is a teacher working with other teachers as a team to provide the best possible experiences for learners. He assists students and teachers in becoming intelligent users of learning resources in the center and in auxiliary areas. He administers the program and directs the activities of other members of the learning resources staff.

At the district and larger service unit level, there is a greater need for specialists in acquisition, production, cataloging and processing of materials, as well as for overall administration of personnel, materials, equipment, and other aspects of the learning resources program. Directors and supervisors qualified in the area of learning resources administer the overall program and direct inservice education. In addition they serve on planning committees for new school construction, curriculum development, selection of textbooks and other learning materials. They have basic preparation equivalent to that of the learning resources specialist at the building level and the additional preparation that is required for other directors and supervisors at their service unit level.

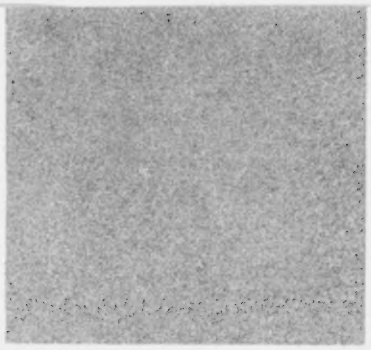
At the state level the supervisors of the learning resources programs serve on the staff of the Superintendent of Public Instruction and are directly responsible to the staff member in charge of curriculum and instruction. They have as a minimum the same preparation and experience as supervisors at the district or larger service unit level. As specialists in learning resources programs, they exhibit leadership qualities and are competent in public relations.

Professional Preparation for the Learning Resources Specialists at the Building Level

	Minimum	Good	Excellent
	Teaching certificate	Teaching certificate	Teaching certificate
Elementary	18 quarter hours	24 quarter hours	Master's Degree
Secondary	24 quarter hours	36 quarter hours	Master's Degree

1. For minimum, good and excellent programs, professional personnel must have course work in their major area of responsibility which usually includes competencies in media (print and nonprint) selection, cataloging, reference, media utilization and production, curriculum and administration.

2. For minimum and good programs, professional personnel must have specialized preparation in library and media from an accredited institution; for an excellent program all professional personnel must have advanced degrees from an accredited library school or advanced degrees with a major in educational media from an accredited institution.



Supportive staff

Since it is far more economical and efficient to use professional staff to do professional work, adequate salaried supportive staff (secretarial and clerical personnel, technicians, adult and student aides) are provided at building, district and service unit levels. All supportive staff members work under the supervision of professional personnel and perform most of the clerical and technical tasks necessary for organizing, processing and circulating learning resources.

As recommended in the quantitative standards even the smallest school (under 200 in size) requires at least ten hours per week of supportive service for a minimum program. In larger schools this supportive staff increases both in number and variety of competencies in proportion to increases in the professional staff. If volunteer workers (adult and student) are utilized in other areas of the school, they can also be trained to work under professional personnel in the Learning Resources Center.

Clerks are assigned specific routines and procedures related to typical functions of the Learning Resources Center. These tasks include clerical and secretarial work of a general office nature, circulation procedures, physical preparation and production of materials, minor repair and scheduling of equipment.

Technicians include graphic artists and specialists in electronics, photography, electro-mechanics, and television. The number of technicians required at the building and district level is determined by the size of the school system and the organization of the learning resources program.

Aides provide services which are varied in nature and require different competencies. Aides are qualified adult and student personnel employed and paid by the local district. Their duties are determined by job descriptions based on qualifications and responsibilities, and they work under the direction of qualified professional personnel. Adults, either teacher certificated or with at least some preparation at the higher education level, may by means of an inservice training program serve in resource centers and assist professional staff in their work with students and teachers.

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Staff requirements

Professional	Non-professional	Minimum	Good	Excellent
½	10 hrs per week	Up to 200 students	Up to 150 students	.....
1	20 " " "	When school reaches 400	When school reaches 300	Up to 200 students
1½	40 " " "	" 800	" 600	When school reaches 400
2	60 " " "	" 1200	" 900	" 600
2½	80 " " "	" 1800	" 1200	" 900
3	100 " " "	" 2400	" 1800	" 1200
4	120 " " "	.....	" 2400	" 1600
5	140 " " "	.....	.....	" 2000

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Centralized processing

Centralized processing of all learning resources is necessary for every program—minimum, good, and excellent. Centralized processing includes purchasing, cataloging and classification, technical processing, maintenance and distribution of materials. Centralized processing may be established at the district level, or may be accomplished by contracting with a larger service unit or by utilizing commercial sources.

Centralized Processing:

releases professional personnel in the LRC to work with teachers and students.

eliminates costly duplication of professional and nonprofessional staff.

provides uniformity and continuity in classification and subject headings throughout the service unit.

utilizes the professional skills of the cataloger and the skills of clerical staff economically and efficiently.

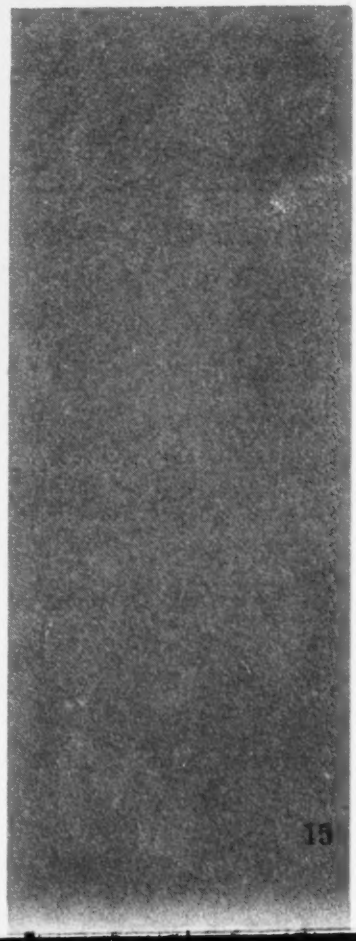
eliminates costly duplication of bibliographic tools and reduces unit cost of cataloging.

Materials collections

Education today demands carefully selected, up-to-date materials (both print and nonprint) which meet the needs of the individual learner and the curriculum. These materials are centrally organized, properly maintained, readily available and easily accessible to students and teachers. Meeting the quantitative standards alone is no assurance of an adequate materials collection.

Balance, suitability, and quality in the collection are essential to meet the varied needs, abilities and interest levels of the individual. Recognized sources are used in the selection and evaluation of materials. Weeding of obsolete and worn out materials is a continual process. Collections are periodically evaluated in terms of changes in curriculum, and in teaching and learning strategies.

Within the limitations of budget and facilities, it is important to locate both print and nonprint materials as close to the users as possible. It is not always possible, for example, to house 16mm films in the individual school. However, the other types of nonprint materials listed below are organized within and circulated from the LRC in the school. The building LRC maintains a complete catalog and inventory of print and nonprint materials whether they are located in the LRC or in other areas convenient for student and teacher use.



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Print materials

Books	Minimum	Good	Excellent
Elementary (K-6)	1500 minimum or 10 books per pupil which ever is larger	3000 minimum or 12 books per pupil which ever is larger	6000 minimum or 15 books per pupil which ever is larger
Secondary (7-12)	2500 minimum or 10 books per pupil which ever is larger	5000 minimum or 15 books per pupil which ever is larger	10,000 minimum or 20 books per pupil which ever is larger

**All book numbers mean volumes including duplicates, but exclusive of texts and supplementary texts.*

Periodicals	Minimum	Good	Excellent
Magazines			
Elementary* (K-6)	10	15	20
Secondary	35—junior high 50—senior high	70—junior high 100—senior high	100—junior high 150—senior high
General prof. (either level)	5	10	15
Newspapers			
Elementary* (K-6)	. . . . .	1 local daily	1 local daily
Secondary	1 local daily—junior high	1 local daily and 1 daily metropolitan —junior high	1 local daily and 1 daily metropolitan—junior high
	3 representing local, metropolitan, national, and international coverage —senior high	4 representing local, metropolitan, national, and international coverage—senior high	5 representing local, metropolitan, national, and international coverage—senior high
Other	Vertical file collections (pamphlets, pictures, and folded maps); art reproductions and study prints		

**Elementary schools with eight grades are to meet junior high standards.*

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16mm Films

Elementary and secondary

Nonprint materials

Minimum	Good	Excellent
250 titles, plus 1 additional film per teacher in the service unit (to include duplicates)	500 titles, plus 1 additional film per teacher in the service unit (to include duplicates)	1000 titles, plus 1 additional film per teacher in the service unit (to include duplicates)

The films are to be owned by the service unit or readily available through rental sources to the schools involved. This means that the service unit—school district, county, intermediate, or regional unit—must have 250 titles plus one additional film (new title or duplicate) for each teacher in that service unit. For example, if the school district is the service unit and there are twelve schools in the district, each of which has twenty teachers (for a total of 240 teachers) the service unit needs 490 films (250 individual titles plus one new title or duplicate per teacher) in order to meet minimum standards. This means, too, that each of these twelve schools served by this service unit meets minimum standards.

Where rental sources are substituted for membership in a service unit, adequate funds must be budgeted annually to provide for the rental of a minimum of 12 films per teacher.

	Minimum	Good	Excellent
Filmstrip and/or slide sets			
Elementary and secondary	200 plus 10 per 100 students (to include duplicates as needed)	400 plus 20 per 100 students (to include duplicates as needed)	600 plus 30 per 100 students (to include duplicates as needed)

Filmstrip and slide sets are circulated from the building LRC to students and teachers in that school.

Records and/or tapes			
Elementary and secondary	*300 plus 10 per 100 students (to include duplicates as needed)	*600 plus 20 per 100 students (to include duplicates as needed)	*900 plus 30 per 100 students (to include duplicates as needed)

Records and tapes are circulated from the building LRC to students and teachers in that school.

**Exclusive recordings used for foreign language instruction and other records and tapes used as text materials for drill purposes.*

Other

Elementary and secondary

A wide variety and sufficient quantity of nonprint materials such as 8mm films, 2″ x 2″ slides, transparencies and transparency masters, study prints, maps, globes, dioramas, models, kits and realia are readily available and easily accessible to both students and teachers through the building LRC.

Materials budget

- **Personnel with professional preparation in library and media are consultants in the planning of budget allocations.**
- **Professional personnel (librarians, media specialists) administer the budget for their areas of responsibility.**
- **The 50% division between print and nonprint materials is approximate and may vary from year to year according to needs.**
- **The dollar amounts listed are exclusive of federal funds (which may vary from year to year).**
- **Funds in addition to these budgeted amounts are allocated for the following:**
  - replacement of 16mm films if a district owns its own collection
  - materials for the professional library, whether in district or individual building levels
  - textbooks and supplementary texts such as readers
- **Flexibility is encouraged within budget categories for the learning resources program.**
- **There is freedom to purchase throughout the year.**
- **Basic materials collections are provided for new buildings from capital funds.**

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	Minimum	Good	Excellent
Elementary (K-6) (K-8)	$1200 minimum per building 1400 minimum per building or $8.00 per pupil, whichever larger	$2400 minimum per building 2800 minimum per building or $12.00 per pupil, whichever larger	$3600 minimum per building 4200 minimum per building or $16.00 per pupil, whichever larger
Secondary	$2000 minimum per building or $10.00 per pupil, whichever larger	$4000 minimum per building or $15.00 per pupil, whichever larger	$6000 minimum per building or $20.00 per pupil, whichever larger

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- **Approximately 50% of each of the budget figures listed above is used for print items, including library books, periodicals, encyclopedias, and expenditures for book repair, library supplies, and other resource materials as listed under collections. The actual percentage depends upon extent of holdings and demonstrated needs of students and teachers.**

- **Approximately 50% of each of the budget figures listed above is used for nonprint materials, including films, filmstrips, slides, maps, globes, models, kits, records, tapes, transparencies and expenditures for television service (exclusive of district-owned television station operation), film rentals, and repair of materials. The actual percentage depends upon extent of holdings and demonstrated needs of students and teachers.**

Audiovisual equipment

Quantitative standards are practical for materials collections and essential for a minimal equipment program. However, the amounts of equipment recommended for an advanced program would necessarily differ from school to school depending upon a number of factors:

- existing facilities
- availability of materials
- variety of materials
- specific interests of individual faculty members
- sophistication of faculty in the use of instructional media
- quality of AV leadership in the school
- emphasis given media because of specific interests of AV personnel
- existence of (and effectiveness of) inservice programs
- availability (and extent) of dial-access retrieval and RF (TV) distribution systems
- philosophy and commitment to the use of media and materials by the administration

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The advanced equipment program for any school is determined by continuous self-evaluation by the faculty and administrators of the school. After achieving a minimal equipment program, each school sets its own flexible standards and works toward an advanced program by the continuous evaluation and upgrading of its program in terms of teacher and student utilization and demand. During the evaluative process consultative help may be sought from the Office of the State Superintendent of Public Instruction, colleges and universities, and professional organizations. The results of the evaluation process form the basis for future efforts toward program improvement.

	Minimum	Advanced
Elementary		
16mm Sound projector	1 per 8 classrooms	Sufficient quantity to insure that requests for use can be met
8mm Silent projector (cartridge-type)	1 per 10 classrooms	Sufficient quantity to insure that requests for use can be met
Filmstrip, slide, or combination filmstrip-slide projector, or sound filmstrip projector	1 per 4 classrooms	Sufficient quantity to insure that requests for use can be met
Micro-projector	1 per school*	Sufficient quantity to insure that requests for use can be met
Overhead projector (10x10) classroom type	1 per 4 classrooms	1 per classroom
Overhead projector auditorium type	1 per building*	Appropriate number for large-group instruction
Opaque projector	1 per building*	Sufficient quantity to insure that requests for use can be met

	Minimum	Advanced
Projection screens	1 wall-mounted screen per room. Large portable screen for auditorium or large group instructional area	Sufficient quantity to insure that requests for use can be met
Projection carts	As needed	As needed
Filmstrip viewer	1 per classroom	Sufficient quantity to insure that requests for use can be met
TV receivers	1 per class at the level having the greatest number of sections, plus 1, where programs are available. Minimum of 1 where programs are not available*	1 per classroom (if programs are available)
Radio receivers	1 per school* (Battery-operated)	Sufficient quantity to insure that requests for use can be met
Record players	1 per classroom K-3 1 per grade level 4-6	Sufficient quantity to insure that requests for use can be met

	Minimum	Advanced
Tape recorders	1 per 5 classrooms 1 set of earphones per tape recorder (where listening stations are utilized 6-10 earphones are needed)	Sufficient quantity to insure that requests for use can be met
Video-tape recorders	2 per school district (plus TV cameras, microphones and lighting equipment) would be desirable at the present time for pilot programs. This field is in a state of change and development; no specific recommendations will be made at this time.	

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Examples of equipment useful for local production which should be:

In the Learning Resources Center	Paper cutter Transparency production equipment Spirit duplicator Primary typewriter	Add to minimum list as new developments take place and/or demonstrated needs of teachers warrant
Available in the service unit	Dry mount press and tacking iron Polaroid camera 35mm camera and accessories as needed Film rewind Film splicer (8-16mm) Tape splicer	

NOTE: Standards for light control and closed-circuit television are included in the Facilities section.

**A minimum of one of each equipment item per building regardless of size. The basic collection of equipment for any new building meets minimum standards and is financed through capital funds.*

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	Minimum	Advanced
Secondary		
16mm Sound projector	1 per 8 teaching stations	Sufficient quantity to insure that requests for use can be met
8mm Silent projector (cartridge-type)	1 per 8 teaching stations	Sufficient quantity to insure that requests for use can be met
Filmstrip, slide, or combination film-strip-slide projector or sound film-strip projector	1 per 4 teaching stations	Sufficient quantity to insure that requests for use can be met
Micro-projector	1 per school*	Sufficient quantity to insure that requests for use can be met
Overhead projector (10x10) classroom type	1 per 4 teaching stations	1 per teaching station
Overhead projector auditorium type	1 per building*	Appropriate number for large group instruction

	Minimum	Advanced
Opaque projector	1 per building*	Sufficient quantity to insure that requests for use can be met
Projection screens	1 wall-mounted screen per room with keystone eliminator bracket. In mounting screen, consideration should be given to height and viewing angle. Large portable screen for auditorium or large group instructional area	Sufficient quantity to insure that requests for use can be met
Projection carts	As needed	As needed
Filmstrip viewer	1 per teaching station	Sufficient quantity to insure that requests for use can be met

**A minimum of one of each equipment item per building regardless of size. The basic collection of equipment for any new building meets minimum standards and is financed through capital funds.*

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	Minimum	Advanced
TV receivers	1 per department where programs are available. Minimum of 1 per building where programs are not available*	1 per teaching station where programs are available
Radio receivers	1 per building (Battery-operated)	Sufficient quantity to insure that requests for use can be met. These could be either battery-operated or plug-in type, as long as one is battery-operated
Record players and/or tape recorders	1 per 4 teaching stations 1 set of earphones per tape recorder	Sufficient quantity to insure that requests for use can be met
Video-tape recorders	2 per school district (plus TV cameras, microphones and lighting equipment) would be desirable at the present time for pilot programs. This field is in a state of change and development; no specific recommendations will be made at this time.	

Examples of equipment useful for local production which should be:

In the Learning Resources Center	Paper cutter Transparency production equipment Spirit duplicator Primary typewriter	Add to minimum list as new developments take place and/or demonstrated needs of teachers warrant
Available in the service unit	Dry mount press and tacking iron Polaroid camera 35mm camera and accessories as needed Film rewind Film splicer (8-16mm) Tape splicer	

NOTE: Standards for light control and closed-circuit television are included in the Facilities section.

**A minimum of one of each equipment item per building regardless of size. The basic collection of equipment for any new building meets minimum standards and is financed through capital funds.*

Equipment budget

An adequate budget is developed to provide for the purchase of equipment so that the above standards can be met. This budget includes sufficient funds for equipment maintenance and replacement in order that no teacher or student is denied the efficient use of any equipment item because of malfunction or obsolescence.

Facilities

The Learning Resources Center is located to provide maximum accessibility to students and teachers with consideration given to the possibility of future expansion and to the possible need for extended hours of service.

The Learning Resources Center provides areas for reading, viewing, listening, instruction, and for individual study carrels (some of which are equipped for listening and viewing). The Center also provides space for shelving and storage of materials,

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processing of print and nonprint materials, production of materials and offices for personnel. Adequate space includes provision for the expansion of all collections of materials, for additional equipment, and for the services offered to students and teachers. These services may include dial-access information retrieval systems (DAIRS), computer-assisted instruction (CAI) or other new technological devices designed to facilitate individual learning.

The quarters of the Learning Resources Center should be functional in design and arrangement, comfortably furnished, provided with features for noise control, adequate light control for reading, and effective utilization of projection equipment. Harmonious colors and attractive arrangements produce a welcoming atmosphere.

Planning for new Learning Resources Centers requires the cooperation of school administrators, architects, librarians and media specialists, representatives of the teaching staff and, especially—wherever extended hours are considered—representatives of the community. Practical assistance is available through consultation with the state supervisors in curriculum and in library and audiovisual services, from specialists teaching in the colleges and universities, and from librarians and media specialists who have recently planned Learning Resources Centers.

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	Minimum	Good	Excellent
Elementary			
Under 100	Centralized collection	LRC room plus storage area	LRC room seating largest class plus 10, plus storage area
101-200	LRC room plus storage space	LRC room plus storage area	LRC room seating largest class plus 10, plus storage area
201 & above	LRC seating minimum or 40 plus 5% of enrollment, equipped for listening and viewing. In addition there should be conference, storage, work, and office areas.	LRC seating minimum of 40 plus 8% of enrollment, equipped for listening and viewing. In addition there should be conference, storage, work, and office areas.	LRC seating minimum of 40 plus 10% of the enrollment (some seating in carrels), equipped for listening and viewing, plus flexible instruction area. In addition, there should be storage, work, office and conference areas.

Secondary	LRC seating minimum of 50 plus 5% of school enrollment (including individual study carrels), equipped for listening and viewing. In addition, there should be offices, work, and storage areas, plus flexible instruction and conference areas.	LRC seating minimum of 50 plus 10% of school enrollment (including carrels for at least ¼ of the total seating), equipped for listening and viewing, plus flexible instruction and conference areas. In addition, there shoud be storage, work and office areas.	LRC seating minimum of 50 plus 15% of school enrollment (including carrels for at least ⅓ of the total seating), equipped for listening and viewing, plus flexible instruction and conference areas. In addition, there should be storage, work, and office areas.

Elementary and secondary

Closed-circuit television. Every classroom should have a television antenna outlet fed by a distribution system. Each district should have available for its use television equipment which would allow the origination, display, and storage of televised information when needed to support the instructional program.

Light control. Every classroom should have adequate light control. Adequate implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.

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Louis Bruno, State Superintendent, Olympia, Wash. 98501